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ABSTRACT

The Texas Educational Assessment of Minimum Skills (TEAMS) Exit Level Reading Test is based on ten behavioral objectives that fall under six skill areas. Satisfactory performance on this test is required for high school graduation in Texas. This document, intended for teachers and test developers, presents general testing instructions and specifications for each of the ten objectives. Test items and answer choices are described, and sample items are included for the multiple choice test. The six skill areas are: (1) identifying the main idea; (2) using context and word structure to identify word meaning; (3) identifying specific details and sequences of events; (4) drawing logical inferences; (5) selecting and using reference sources; and (6) literary analysis and distinguishing fact from opinion. (GDC)

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Texas Educational Assessment of Minimum Skills

ED266162

English Language Arts: Reading Objectives and Measurement Specifications 1986-1990 Exit Level

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Texas Education Agency
Division of Educational Assessment
August 1985

FOREWORD

As a result of the passage of House Bill 72 by the Second Called Session of the Sixty-Eighth Texas Legislature, numerous changes in the student basic skills assessment program will take place beginning with the 1985-1986 school year.

One of the most significant changes occurs with the exit level test. Satisfactory performance on the Exit Level examination is required for students to receive a high school diploma.

The learning objectives contained in this document will be measured on the Exit Level Texas Educational Assessment of Minimum Skills (TEAMS) test. These objectives are congruent with the *State Board of Education Rules for Curriculum*, which outlines the rules and procedures for implementing Section 21.101 of the Texas Education Code. The TEAMS objectives and measurement specifications are provided for use by teachers and other educators responsible for student instruction and for test development specialists involved with the preparation of the TEAMS tests. Beginning with the 1985-1986 school year, the Exit Level TEAMS test will be based on the objectives in this publication.

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TEXAS EDUCATIONAL ASSESSMENT OF MINIMUM SKILLS

EXIT LEVEL READING

List of Objectives

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Objective 7. Identify the appropriate reference source.

Objective 8. Use reference sources to locate information.

Skill Area: Analysis of Literature

Objective 9. Distinguish between fact and opinion.

Objective 10. Analyze literary selections.

EXIT LEVEL READING

General Specifications

I. Reading selections

A. Reading selections used in the test will be developed using only those words contained in the Texas Education Agency (TEA) cumulative vocabulary list through Grade 12. Proper nouns and words explained in a reading selection are excluded from this requirement. The correct answer choices will not depend exclusively on the meaning of words above Grade 10 in the TEA cumulative vocabulary list.

B. The readability of reading selections will range from 9.3 to 11.3 as assessed by Harris-Jacobson Wide Range Readability Formula.

C. Selections shall represent various ethnic groups of populations in Texas. The three main groups are black, Hispanic, and white.

D. The reading selections and items shall be free of stereotyping by age, sex, ethnicity, and geographical location.

E. Reading selections shall vary in length, but they shall not exceed 200 words in length.

F. Each reading selection shall be used as a stimulus for only one item and as a measure of no more than one objective.

G. The content of the test shall be appropriate for the interests and experiences of eleventh and twelfth grade students.

II. Test Items

A. For each test item, there shall be four responses with only one correct response.

B. When items relate to reading selections, the correct response shall be dependent upon the selection.

C. Neither "none of the above" nor "all of the above" shall be used as an answer choice.

III. Test Package Format

A. The test shall be printed in black ink on white paper.

B. Reading selections, graphics, their corresponding test items, and response choices shall appear on the same or facing pages.

C. Type size shall be appropriate for eleventh and twelfth grade students.

OBJECTIVES AND MEASUREMENT SPECIFICATIONS

Skill Area: Main Idea

Skill Description

Students will be presented with selections containing information that they might encounter in school, at home, or in their community. Selections will be drawn from textbooks, magazines, newspapers, pamphlets, letters, and fiction or nonfiction books. The students will be required to select from among four choices the best statement of the main idea of the selection.

Objective 1. Identify the main idea.

SKILL AREA: MAIN IDEA

Objective 1

Identify the main idea.

Description of Test Questions

1. A test item will consist of a boxed untitled reading selection followed by the question, "Which of the following is the best statement of the main idea of this selection?"

2. Reading selections will be drawn from any of the following types of eligible materials:

   a. textbooks

   b. magazines

   c. newspapers

   d. pamphlets

   e. letters

   f. fiction books

   g. nonfiction books

3. The selection will communicate a single central idea. This idea may be expressed in a single sentence in the selection, or it may be implied by the selection as a whole. Main ideas which are implied by a selection will synthesize pieces of information explicitly stated in two or more places in the selection.

Description of Answer Choices

1. Each answer choice will be a single sentence related to the content of the reading selection. Answer choices will be no more than 20 words in length.

2. The correct answer for an item will be the statement that is accurate, relevant, and of the most appropriate scope in relation to the other answer choices. For a selection in which the main idea is explicitly stated in one sentence, the correct answer will paraphrase the main idea sentence from the selection. For a selection in which the main idea is implied, the correct answer will represent that implied main idea.

3. An incorrect answer choice may be one of the following types:

   a. contradicted, that is, a statement that is contradicted by information in the text;

   b. inappropriate in scope, that is, a statement that is (1) too narrow, hence, does not account for all the important information in the selection, or (2) too broad, hence, accounts for a more general viewpoint than is presented in the selection; or

   c. irrelevant, that is, a statement that introduces information not included in the text. The statement must contain at least one concept from the selection.

4. Each set of answer choices will include incorrect answer choices from at least two of the categories described in number 3 above.

Example of Test Questions

Burns are one of the most painful and damaging of all injuries. They are also very common. Burns are now the leading cause of death for people under 40. They are the third leading cause of death across all age groups.

The standard treatment for even the most severe burns formerly involved only the skin. Today, however, we know that burns can affect almost every organ in the body. Medical care for the entire body must be provided quickly to prevent further harm to the burn victim.

A few years ago, there were only a few medical centers that could provide care for burn victims. Today, a special burn center can be found in almost every large city. This development has led to great advances in both research and the clinical treatment of burns.

Which of the following is the best statement of the main idea of this selection?

A. Much progress has been made in our ability to understand and treat the serious problem of burn injuries. (correct answer)

B. Burns are among the most painful and severe injuries an individual can have. (inappropriate in scope)

C. The most effective treatment for a burn is to place a protective covering on the damaged area of the skin. (inaccurate)

D. The costs associated with a successful recovery from a severe burn can be quite high. (irrelevant)

Skill Area: Word Meaning

Skill Description

Students will be presented with both (1) reading selections containing an underlined word and (2) complex words. The students will be required to select the best definition of the target word from among four choices.

Objective 2. Use context to understand the meaning of words.

Objective 3. Use word structure to identify words.

SKILL AREA: WORD MEANING

Objective 2

Use context to understand the meaning of words.

Description of Test Questions

1. A boxed untitled reading selection containing an underlined word will be followed by the question, "Which of the following is the best definition of (underlined word) as used above?"

2. The selection containing the underlined word will provide context clues for the meaning of that word. The context will be provided without directly presenting a synonym or antonym for the underlined word.

3. The selection will contain a minimum of 35 and a maximum of 75 words.

4. The underlined word will not appear on the TEA cumulative vocabulary list.

Description of Answer Choices

1. Each answer choice will be a plausible definition of the underlined word.

2. The correct answer choice will be an accurate definition of the underlined word as used in the context of the reading selection.

3. An incorrect answer choice will be one of the following types:

   a. contradicted, that is, a definition that is opposite in meaning from the underlined word;

   b. similar, that is, a definition of a word that is similar in spelling to the underlined word;

   c. incomplete, that is, a definition that does not take into account all the appropriate information presented in the selection; or

   d. irrelevant, that is, a plausible but incorrect definition of the underlined word.

4. Each set of answer choices will include incorrect answer choices from at least two of the categories described in number 3 above.

5. Answer choices will contain no words which exceed Grade 10 on the TEA cumulative vocabulary list.

Cindy had eagerly awaited her high school's costume party for weeks. Dressed as a witch, with a long black wig, Cindy paraded into the gymnasium, laughing and smiling. With a grin, she shook a crooked green finger at her friends while threatening to turn them into mice. They could tell that Cindy was in a jocose mood. Grabbing her broom, she let out a piercing scream and dashed across the room to get some punch.

What is the best meaning of the word jocose as used above?

A. joking (correct)

B. nasty (contradicted)

C. fierce (incomplete)

D. nervous (irrelevant)

SKILL AREA: WORD MEANING

Objective 3

Use word structure to identify words.

Description of Test Questions

1. A complex word will be preceded by the question, "What is the best definition of the following word?"

2. The complex word will not appear on the TEA cumulative vocabulary list and will consist of a base word to which one or more affixes have been added.

3. The base word will be selected from the TEA cumulative vocabulary list through Grade 8 and will be clearly recognizable in the affixed form. Spelling changes in the last few letters of the base word to accommodate a suffix are allowable. No spelling changes may be made to accommodate a prefix.

4. Eligible affixes are presented in the Content Supplement of Affixes found on pages 13-16 in this publication.

Description of Answer Choices

1. Each answer choice will be a plausible definition of the complex word.

2. The correct answer choice will be an accurate definition of the complex word.

3. An incorrect answer choice will be one of the following types:

   a. contradicted, that is, a definition that is opposite in meaning from the complex word;

   b. similar, that is, a definition of a word that is similar in spelling to the complex word;

   c. incomplete, that is, a definition that does not take into account all parts of the complex word; or

   d. irrelevant, that is, a plausible but incorrect definition of the complex word.

4. Each set of answer choices will include incorrect answer choices from at least two of the categories described in number 3 above.

5. Answer choices will contain no words which exceed Grade 10 on the TEA cumulative vocabulary list.

Example of Test Questions

What is the best definition of the following word?

misinform

A. to give false information (correct answer)

B. to be of the same shape (similar)

C. to be aware of (irrelevant)

D. to tell about something (incomplete)

CONTENT SUPPLEMENT A

AFFIXES

ELIGIBLE PREFIXES

a-	on
a-, an-	not, without
ab-	from
ambi-, amphi-	both, around
ante-	before
anti-	against
auto-	self
be-	make, thoroughly, all around
bi-, bin-, bis-	two, twice
by-	near, aside, around
circum-	around
co-	together with, at the same time; equal
counter-	against, in return
de-	do the reverse, undo; take away
di-	two
dis-	reversal or undoing of an act; refuse to
dys-	bad
en-	put on or into, surround, close in; make; add strength to a meaning
ex-	earlier; former
extra-	outside, beyond
fore-	before, in advance, front
forth-	forward, onward
hyper-	over, beyond
hypo-	under, too little
in-	in, into, within, toward
in-, il-, im-, ir-	not, without
infra-	below
inter-	between
intro-, intra-	within
mid-	middle of,
mis-	wrongly; bad
mono-	one
multi-	many
non-	not
off-	from
on-	on
out-	greater or better than; away from the center; located or set near or beyond
over-	too much, to a great degree; above; across or beyond;
poly-	many
post-	after, following
pre-	before; ahead of
pro-	for, in favor of; in place of
pseudo-	false
re-	again, back
self-	used with nouns and adjectives to show that (1) the one performing an act is the one affected by it, or (2) the action is done only through its own effort or power

semi-	half
sub-	almost, nearly, less than; below or lower; further divided into smaller parts
super-	greater in quantity, size, strength, etc., specially, unusually
trans-	over, across, through
tri-	having three; happening every third time
ultra-	beyond
un-	not, opposite of; change an action to the opposite of
under-	below, less in quality; not enough;
vice-	in place of
with-	back, away

CONTENT SUPPLEMENT B

AFFIXES

ELIGIBLE SUFFIXES

-able, -ible	that can or may be done, that exists as a condition
-acious	tends to be
-acy, -cy	office, rank of, state of
-ade	result, product, thing made; process, action
-age	act of, state of; cost of, amount of; place of
-al	relating to
-ance, -ence	act of, condition of, state of, or quality of
-ant, -ent,	person or thing that does something, acts in a particular way, is acted upon or is used for; doing, showing; having; being or acting in a particular way
-ar	characterized by, relating to
-ar, -er, -or	a person or thing that does something; a person concerned with; a person who resides in or on
-ard, -art	person who
-arian	person who, place where, thing which
-ary	characterized by, relating to
-ate	become or cause to become
-ate	state of, quality of, condition of
-atory	process, action, place where
-cy	state of, condition of
-cy, -y	process, action
-dom	region, collectivity; state of
-ed	characterized by
-en	make or become; gain, cause to have; made of,
-ery, -ry	place where, product of action, state of, act, trade, occupation
-ess	female
-et, -ette	little, small
-etic	adjective ending
-fic	making, causing
-fold	increase, multiplication
-ful	a quantity sufficient to fill; full of; tending or like to
-fy, ify	make, become; cause to feel or have
-hood	state of, quality of, condition of
-ic	of the nature of, characterized by
-ier	person who, place where, thing which
-ing	product or result of action; material for; the act of one who does what a given verb describes
-ion, -tion	act, condition, or result of
-ious, ous	having or characterized by; full of

-ish	like; somewhat, rather;
-ism	the act or result of; the state, condition, or quality of; theory or belief
-ist	one who practices, one whose profession is; one who believes in, one who is a student of
-ity	state, quality
-ive	having the nature of quality of or tending to
-ize	make into or like, become; act in a certain way, treat, engage in; combine with, subject to the action of
-less	free from, without; unable to do or to be
-let	small
-like	similar to
-ling	small or lesser; of
-long	direction, duration
-ly	each, every; like, similar
-ment	result of, act of; means of, thing used for; condition, state of being
-most	superlative ending
-ness	quality or state of being
-ous	possessing the qualities of
-ry	collection of
-ship	state or quality of; rank, art or skill
-some,	like, same
-ster	one belonging to, characterized by
-th	a state or quality of being or having; an order or place of a number in a series
-ty	quality or condition of; ten, ten times
-ward, -wards	in the direction of
-ware	manufactured products made of or from
-ways	manner or direction
-wise	direction or manner of
-wright	workman, craftsman
-y	the act or action of; the state or quality of being; full of, characterized by; having the characteristics of; like

Skill Area: Detail

Skill Description

Students will be presented with selections containing information that they might encounter in school, at home, or in their community. Selections will be drawn from textbooks, magazines, newspapers, pamphlets, letters, nonfiction books, instructions, or directions. The students will be able to select from among four choices the best answer to a question requiring them to either (1) identify a specific detail in a selection when presented with a question regarding "who," "what," "when," "where," "how," "why," "how much," "how many," or "which" and (2) identify a specific step in a selection when presented with a question regarding what comes first, last, immediately before, or immediately after a given event.

Objective 4. Identify specific details.

Objective 5. Identify the sequence of events.

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SKILL AREA: DETAIL

Objective 4

Identify specific details.

Description of Test Questions

1. A test item will consist of a boxed untitled reading selection followed by a question that begins with the phrase, "According to this selection, . . ." and asks about a detail.

2. The question for a requested specifics item will require the student to answer "who," "what," "where," "when," "why," "how," "how much," "how many," or "which." Test questions will be no more than 20 words in length.

3. The selection will be drawn from any of the following types of eligible materials:

   a. textbooks

   b. magazines

   c. newspapers

   d. pamphlets

   e. letters

   f. nonfiction books

   g. instructions

   h. directions

4. The selection will develop a central topic with details. A detail will be information such as a name, an object, a location, a time, a characteristic, or a quantity.

Description of Answer Choices

1. Each answer choice will consist of one or more details in the form of a word, phrase, or sentence. Answer choices will be no more than 20 words in length.

2. The correct answer choice will be an accurate description of the detail contained in the reading selection which correctly answers the question.

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3. An incorrect answer choice will be one of the following types:

   a. incorrect detail, that is, an accurate description of any detail contained in the selection which does not correctly answer the test question;

   b. imprecise, that is, an imprecise or faulty description of any detail contained in the selection; or

   c. irrelevant, that is, a description of any detail not contained in the selection.

4. For test items requiring identification of a detail, each set of answer choices must include incorrect answer choices from at least two of the categories described in number 3 above.

Example of Test Questions

> On the front cover of the test booklet you will find a section for student identifying information. Print your name, one letter in each box, in the row of boxes at the top of the page. Leave a blank space to separate your last name, first name, and middle initial. Next, print the name of the school on the appropriate line. Print your instructor's name on the line below. Place a check in either the box marked "Female" or "Male" to indicate your sex. Specify your grade level on the next line. Finally, write the month, day, and last two numerals of the year of your birth to indicate your birthdate.

According to this selection, what should you write on the line below the name of your school?

A. your teacher's name (correct answer)

B. your grade level (incorrect detail)

C. your room number (irrelevant)

D. today's date (imprecise)

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SKILL AREA: DETAIL

Objective 5

Identify the sequence of events.

Description of Test Questions

1. A test item will consist of a boxed untitled reading selection followed by a question that begins with the phrase, "According to this selection, . . ." and asks about a step in the selection.

2. The question for a sequence item will require the student to identify what comes "first," "last," "immediately before," or "immediately after" a given event. Test questions will be no more than 20 words in length.

3. The selection will be drawn from any of the following types of eligible materials:

   a. textbooks

   b. magazines

   c. newspapers

   d. pamphlets

   e. letters

   f. nonfiction books

   g. instructions

   h. directions

4. The selection will develop a central topic with steps. A step is a behavior to be performed as part of a sequence of four or more steps.

Description of Answer Choices

1. Each answer choice will consist of one or more steps in the form of a word, phrase, or sentence. Answer choices will be no more than 20 words in length.

2. The correct answer choice will be an accurate description of the step contained in the reading selection which correctly answers the question.

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3. An incorrect answer choice will be one of the following types:

   a. incorrect step, that is, an accurate description of a step contained in the selection but not in the order specified by the test question;

   b. imprecise, that is, an imprecise or faulty description of any step contained in the selection; or

   c. irrelevant, that is, a description of any step not contained in the selection.

4. For test items requiring identification of a step, each set of answer choices must include incorrect choices from at least two of the categories described in number 3 above.

Example of Test Questions

> Congratulations! You have just purchased an exact replica of the original plane first flown across the continental United States. It is important that you follow the instructions carefully while assembling your model.
>
> First, remove all pieces from the sealed packet. Then count the pieces to ensure that none are missing. Next, apply glue to the designated sections of the model and connect all pieces. Let the assembled model sit for 24 hours. When the glue has dried, paint the model according to the illustration on the box. Your model should now look the same as this fine plane did when it was first flown across the country.

According to this selection, what should you do last in building the model plane?

A. Paint the plane. (correct answer)

B. Let the plane sit overnight while the glue dries. (imprecise)

C. Place the plane on a stand. (irrelevant)

D. Glue the pieces of the plane together. (incorrect step)

Skill Area: Inference

Skill Description

Students will be presented with selections containing information that they might encounter in school, at home, or in their community. Selections will be drawn from textbooks, magazines, newspapers, pamphlets, letters, and fiction or nonfiction books. The students will be required to select from among four choices the statement that represents a reasonable inference based upon the selection. In order to make the inference, the student may be required to accurately (1) determine cause or effect, (2) arrive at a generalization from a series of details, (3) predict outcomes, (4) make comparisons, (5) evaluate or make judgments, or (6) draw other logical conclusions based on information presented in the selection.

Objective 6. Draw logical conclusions.

SKILL AREA: INFERENCE

Objective 6

Draw logical conclusions.

Description of Test Questions

1. A test item will consist of a boxed untitled reading selection followed by the question, "Which of the following conclusions can most reasonably be drawn from this selection?"

2. The selection will be drawn from any of the following types of eligible materials:

   a. textbooks

   b. magazines

   c. newspapers

   d. pamphlets

   e. letters

   f. fiction books

   g. nonfiction books

3. The selection must provide information from which a student can make one of the following inferences:

   a. determine cause or effect

   b. arrive at a generalization from a series of details

   c. predict outcomes

   d. make comparisons

   e. evaluate or make judgments

   f. draw logical conclusions

Description of Answer Choices

1. Each answer choice will be a single sentence related to the content of the reading selection. Answer choices will be no more than 20 words in length.

2. The correct answer choice for an item will be the most reasonable inference that can be reached solely from information provided in the selection. It will be accurate, relevant, and supported by the selection. Eligible types of inferences will be those described in Description of Test Questions number 3.

3. An incorrect answer choice will be one of the following types:

   a. contradicted, that is, a statement that is contradicted by information in the text;

   b. unsupported, that is, a statement for which insufficient evidence is presented in the text to support the statement; or

   c. irrelevant, that is, a statement for which no evidence is presented in the text to support the statement. The statement must contain at least one concept from the selection.

4. Each set of answer choices will include incorrect answer choices from at least two of the categories described in number 3 above.

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Example or Test Questions

It takes thousands or even millions of years for a rock to be formed. Some rocks started out as layers of sediment under large shallow seas. The layers contained sand, mud, bits of shell, and the remains of small sea plants and animals. Over the years, the pressure of the upper layers on the lower layers transformed the lower layers into rock. Rocks formed in this way are called sedimentary rocks. Sandstone, limestone, and shale are sedimentary rocks.

Other rocks were formed when hot, molten material from deep within the earth rose to the surface. Basalt, granite, and pumice are rocks that were once very hot, liquid material inside the earth. They are called igneous rocks, from a Latin word meaning "fire."

Which of the following conclusions can most reasonably be drawn from this selection?

A. Limestone was formed by the pressure of layers of material under the sea. (correct answer)

B. Both shale and sandstone are igneous rocks. (contradicted)

C. The remains of small sea plants are often found in rocks such as basalt and granite. (irrelevant)

D. Most rocks found today are the result of volcanic activity. (unsupported)

Skill Area: Reference Usage

Skill Description

Students will be presented with either (1) a question asking where a specified type of information can be located or (2) a question asking for specific information that is available in an excerpt from a reference source. The students will be required to select from among four choices (1) the reference source to be consulted to obtain the information or (2) the information that was requested from the reference source.

Objective 7. Identify the appropriate reference source.

Objective 8. Use reference sources to locate information.

SKILL AREA: REFERENCE USAGE

Objective 7

Identify the appropriate reference source.

Description of Test Questions

1. A test item will require students to select the appropriate reference source for locating requested information.

2. A one sentence question will be presented asking where a particular type of information can be found.

3. The requested information will be available from at least one of the following reference sources:

   a. dictionary

   b. encyclopedia

   c. almanac

   d. thesaurus

   e. telephone directory

   f. newspaper

   g. Readers' Guide to Periodical Literature

   h. atlas

   i. table of contents

   j. index

4. The question will be no more than 20 words in length.

Description of Answer Choices

1. Each answer choice will be one of the reference sources listed in Description of Test Questions number 3.

2. The correct answer will be the name of the reference source that provides the type of information requested by the question.

3. An incorrect answer choice will be one of the reference sources listed in Description of Test Questions number 3 that does not provide the type of information requested by the selection (incorrect reference source).

Example of Test Questions

Where should you look to find a word or phrase that means the same thing as refrain?

A. a thesaurus (correct answer)

B. a table of contents (incorrect source)

C. an atlas (incorrect source)

D. the Readers' Guide to Periodical Literature (incorrect source)

SKILL AREA: REFERENCE USAGE

Objective 8

Use reference sources to locate information.

Description of Test Questions

1. A test item will require students to use a reference source to locate information provided in an excerpt from that source.

2. An excerpt from a reference source will be presented followed by a one sentence question asking students to locate a specific piece of information from that excerpt.

3. The excerpt will be drawn from any of the following types of reference sources:

   a. table or chart

   b. map

   c. diagram

   d. schedule

   e. graph

   f. dictionary

   g. encyclopedia

   h. almanac

   i. thesaurus

   j. telephone directory

   k. newspaper

   l. Readers' Guide to Periodical Literature

   m. atlas

   n. table of contents

   o. index

4. The question will require the student to use the reference source in a typical and appropriate manner. It will specify the nature of the information to be located in the excerpt and will include all the data necessary for locating that information.

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5. The question will be no more than 20 words in length.

6. Mathematical operations will not be required to answer the question.

Description of Answer Choices

1. Each answer choice will be information (words or numbers) restated from the display. Answer choices may be phrases or sentences and will be no more than 20 words in length.

2. The correct answer choice will be information that accurately responds to the test question.

3. An incorrect answer choice will be one of the following types:

   a. adjacent, that is, information on the display that is next to the requested information;

   b. similar, that is, information on the display that is similar in appearance or meaning to the requested information; or

   c. incorrect, that is, information on the display that does not accurately respond to the test question.

4. Each set of answer choices must include incorrect answer choices from at least two of the categories described in number 3 above.

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Example of Test Questions

INDEX

Poetry in the Garden of Life; 272
Porter, Katherine Anne; "The Jilting of Granny Weatherall," 395-398
"Portrait, The;" 74
Pound, Ezra; "The Garden," 430; "The River," 419-420; "Merchant's Life," 421
Pruter's Fear of Love; 454
Psychological Realism; 375-380

On which page would you find the poem, "The Garden?"

A. page 430 (correct answer)

B. page 74 (adjacent)

C. page 272 (similar)

D. page 454 (incorrect)

Skill Area: Analysis of Literature

Skill Description

Students will be presented with a literary selection they might encounter in school, at home, or in their community. Selections will be drawn from textbooks, magazines, newspapers, letters (fact and opinion only), poetry books (literary analysis only), plays (literary analysis only), and fiction or non-fiction books. The students will be required to select from among four choices (1) a statement of fact or opinion presented in the selection or (2) the appropriate analysis of a literary selection.

Objective 9. Distinguish between fact and opinion.

Objective 10. Analyze literary selections.

SKILL AREA: ANALYSIS OF LITERATURE

Objective 9

Distinguish between fact and opinion.

Description of Test Questions

1. A test item will consist of a boxed untitled reading selection followed by the question, "Which of the following is (a FACT/an OPINION) presented in the selection?"

2. Reading selections will be drawn from any of the following types of eligible materials:

   a. textbooks

   b. magazines

   c. newspapers

   d. letters

   e. fiction books

   f. nonfiction books

3. The selection will contain at least one fact (a piece of information that can be verified) and one opinion (an individual's belief or judgment).

4. On any given form of the test, the two types of test items (identifying a fact or an opinion presented in the selection) will be included.

Description of Answer Choices

1. Each answer choice will be a single sentence related to the content of the reading selection. Answer choices will be no more than 20 words in length.

2. For test items requiring identification of a fact, the correct answer will be the fact that is accurate (either restated or paraphrased) and relevant. For test items requiring identification of an opinion, the correct answer will be the opinion that is accurate (either restated or paraphrased) and relevant. A greater proportion of both types of correct answers will be paraphrased rather than restated.

3. For test items requiring identification of a fact, an incorrect answer choice may be one of the following types:

   a. a contradicted fact, that is, a statement presented as a fact, but contradicted by information in the selection;

   b. an irrelevant fact, that is, a statement presented as a fact, but introducing information not included in the text (The statement must contain at least one concept from the selection.); or

   c. an opinion which contains at least one concept from the selection.

4. For test items requiring identification of an opinion, an incorrect answer choice may be one of the following types:

   a. a contradicted opinion, that is, a statement presented as an opinion, but contradicted by information in the selection;

   b. an irrelevant opinion, that is, a statement presented as an opinion, but introducting information not included in the selection (The statement must contain at least one concept from the selection.); or

   c. a fact which contains at least one concept from the selection.

5. For test items requiring identification of a fact, the set of answer choices must include incorrect answers from at least two of the categories described in number 3 above. For test items requiring identification of an opinion, the set of answer choices must include incorrect answers from at least two of the categories described in number 4 above.

Example of Test Questions

People who ride inside automobiles are relatively protected in a collision. However, almost every person who is struck by a car is hurt. The pedestrian is vulnerable and without protection. Pedestrians usually do not stand a chance against a car weighing as much as two tons.

In residential areas, most pedestrian deaths happen when people cross in the middle of a block. Young and middle-aged persons are most often negligent, while the elderly are the most careful. However, the elderly are involved in the highest percentage of fatal accidents. Pedestrians and drivers alike share in the responsibility of preventing pedestrian accidents.

Which of the following is a FACT presented in the selection?

A. Most pedestrians who are struck by vehicles are hurt. (correct answer)

B. Young and middle-aged persons are involved in the highest proportion of pedestrian accidents. (irrelevant)

C. It is the responsibility of both drivers and pedestrians to try to prevent pedestrian accidents. (opinion)

D. Most pedestrian deaths occur when people cross at street corners. (contradicted)

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SKILL AREA: ANALYSIS OF LITERATURE

Objective 10

Analyze literary selections.

Description of Test Questions

1. A test item will require students to select an appropriate analysis of a literary selection.

2. A test item will consist of a boxed untitled selection followed by a question that asks about a structural element in the selection.

3. Reading selections will be drawn from any of the following types of eligible materials:

   a. textbooks

   b. magazines

   c. newspapers

   d. poetry books

   e. plays

   f. fiction books

   g. nonfiction books

4. The selection will include sufficient supporting information to permit an analysis of one of the following structural elements, described in Content Supplement C found on page 39 in this publication:

   a. plot

   b. setting

   c. character

   d. theme

   e. tone

   f. mood

   g. point of view

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5. A test question about plot, setting, character, theme, tone, or mood will ask for the best description of a specified structural element. The questions will be no more than 20 words in length. A test question about point of view will ask, "Who is the narrator of the selection above?"

Description of Answer Choices

1. Each answer choice will be a word, phrase, or sentence related to the analysis of the selection. Answer choices will be no more than 20 words in length.

2. The correct answer will be the word, phrase, or sentence that accurately describes the structural element asked for by the question.

3. An incorrect answer choice will be one of the following types:

   a. contradicted, that is, an analysis that is clearly inconsistent with information presented in the selection;

   b. incomplete, that is, an analysis that does not take into account all of the relevant information presented in the selection;

   c. incorrect element, that is, an analysis of a structural element listed in Description of Test Questions number 5, other than the element asked for by the question (with the exception that analyses of mood and tone cannot be used as incorrect answer choices for each other); or

   d. irrelevant, that is, a plausible but incorrect analysis of the structural element asked for by the question.

4. Each set of answer choices will include incorrect answer choices from at least two of the categories described in number 3 above.

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Example of Test Questions

> I could never understand why Glen kept to himself all the time. He was certainly an attractive man, and when he did speak, he had a clear voice of authority. It seemed that many people would have liked to know him better or even just to speak with him.
>
> I suppose that he must have had his reasons. Perhaps he had a past that he wanted to protect. I feared that the real Glen Baldwin was a man we'd never know.

According to this selection, which of the following is the best description of the character, Glen Baldwin?

A. private (correct answer)

B. evil (irrelevant)

C. authoritarian (incomplete)

D. outgoing (contradicted)

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CONTENT SUPPLEMENT C

ANALYSIS OF LITERATURE

STRUCTURAL ELEMENTS

Plot: The series of events that make up the story line of a literary selection.

Setting: The time and/or place in which a narrative or drama is enacted. The context in which a literary selection takes place.

Character: A person portrayed in a literary selection, including a description of personality traits, features, or abilities.

Theme: The underlying idea expressed by a literary selection. The meaning of a story, poem, or play.

Tone: The attitude expressed by the speaker or writer of a literary selection, established, in part, by the choice of words and phrasing.

Mood: The pervading impression, feeling, or emotion created in a literary selection.

Point of View: The perspective from which a story is told.

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.